



# Transitional Colorado Assessment Program (TCAP)

## Assessment Framework

### Grade 4 Reading

The assessment frameworks specify the content that will be eligible for assessment in the 2012 and 2013 TCAP by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS) during the next two years as a gradual approach to statewide measuring of student achievement of the new standards.

Please remember that the TCAP frameworks, and thus TCAP, are not inclusive of **all** of the CAS. **Districts should, however, still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.**

The frameworks are organized as indicated in the table below:

Standard	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
Benchmark	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Specific knowledge and skills eligible for inclusion on TCAP for each Grade level.	Provides the code(s) from the Colorado Academic Standards (CAS) that correspond(s) to the assessment objective.	Provides the text from the CAS which correspond(s) to the assessment objective.	Provides clarifying information.

The following may assist in understanding the revised frameworks:

- As the new standards are mastery based, any assessment objective that is aligned to a standard from the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.
- A CAS may be aligned to multiple assessment objectives. To ensure a reasonable document length per grade, some instances of multiple CAS alignments have been omitted.



- Unlike other content areas, there are no assessment objectives, or parts of assessment objectives, without CAS alignment that will continue to be assessed. Therefore, a table comprised of continued content is not included in this framework.
- Assessment objectives and parts of assessment objectives that will no longer be assessed have been struck through and are included in the revised frameworks for purposes of comparison to the prior frameworks only.
- An assessment objective may be aligned to a CAS that includes additional skills which exceed the assessment objective's expectations. In these instances, the TCAP will not assess the additional skills from the CAS; however, districts should still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.
- A key to the CAS Alignment Code can be by following this link:  
[http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS\\_Reference\\_system.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf)



<b>Standard 1</b>	Students read and understand a variety of materials.		
<b>Benchmarks</b>	Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories.		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding.)	RWC10-GR.4-S.2-GLE.1-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)	
	RWC10-GR.4-S.2-GLE.1-EO.a.iii	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)	
	RWC10-GR.4-S.2-GLE.1-EO.c.iii	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content	
	RWC10-GR.4-S.2-GLE.2-EO.b.ii	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)	
	RWC10-GR.4-S.2-GLE.3-EO.c (i-vii)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) <ul style="list-style-type: none"> <li>i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). (CCSS: L.4.4b)</li> <li>iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)</li> <li>iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught</li> <li>v. Read multisyllabic words with and without inflectional and derivational suffixes</li> </ul>	



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<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
<b>Continued...</b> a. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding.) b. Summarize long text passages.	<b>Continued...</b> RWC10-GR.4-S.2-GLE.3-EO.c (i-vii)	vi. Infer meaning of words using explanations offered within a text vii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)	
	RWC10-GR.4-S.2-GLE.1-EO.a.iii	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)	
	RWC10-GR.4-S.2-GLE.1-EO.c.iii	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	
	RWC10-GR.4-S.2-GLE.2-EO.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)	
c. Identify supporting details and main idea.	RWC10-GR.4-S.2-GLE.1-EO.a.iii; RWC10-GR.4-S.2-GLE.2-EO.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)	
	RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content	
d. Draw inferences using contextual clues.	RWC10-GR.4-S.2-GLE.1-EO.a.i; RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)	
	RWC10-GR.4-S.2-GLE.2-EO.b.iii	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (CCSS: RI.4.6)	
	RWC10-GR.4-S.2-GLE.3-EO.c.vi	Infer meaning of words using explanations offered within a text	



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<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
e. Identify sequential order in expository text.	RWC10-GR.3-S.2-GLE.2-EO.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)	
	RWC10-GR.4-S.2-GLE.1-EO.a.v	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)	
	RWC10-GR.4-S.2-GLE.2-EO.b.ii	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)	
	RWC10-GR.4-S.2-GLE.2-EO.b.iv	Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension	
f. Set a purpose for reading.	RWC10-GR.4-S.2-GLE.1-EO.a.ii	Identify a topic and formulate open-ended research questions for further inquiry and learning	The CAS do not explicitly refer to setting a purpose for reading; however, students should continue to engage in purposeful reading as the skill is essential to many CAS expectations.
	RWC10-GR.4-S.4-GLE.2-EO.d	Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth	



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g. Use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend text.	RWC10-GR.4-S.2-GLE.2-EO.b.v	Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	
	RWC10-GR.4-S.2-GLE.1-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)	
	RWC10-GR.4-S.2-GLE.3-EO.a.i	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)	
	RWC10-GR.4-S.2-GLE.3-EO.c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)	
	RWC10-GR.4-S.2-GLE.3-EO.c.i	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	
h. Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension.	RWC10-GR.4-S.2-GLE.3-EO.c.iii	Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)	



<b>Standard 4</b>	Students apply thinking skills to their reading, writing, speaking, listening, and viewing.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Recognizing an author's point of view</li> <li><del>Predicting</del> and drawing conclusions about stories</li> <li>Differentiating between fact and opinion in written and spoken forms</li> </ul>		
	<ul style="list-style-type: none"> <li>Using reading, writing, speaking, and listening to define and solve problems</li> <li>Responding to written and oral presentations as a reader, listener, and articulate speaker</li> <li>Formulating questions about what they read, write, hear, and view</li> <li>Using listening skills to understand directions</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Determine author's purpose	RWC10-GR.4-S.2-GLE.2-EO.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)	Determine author's purpose is implied within determining the main idea.
b. Use reading to define and solve problems.	RWC10-GR.4-S.2-GLE.1-EO.a.v	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).	
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content.	
	RWC10-GR.4-S.2-GLE.2-EO.b.iii	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (CCSS: RI.4.6)	
c. Differentiate fact from opinion.	RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	
	RWC10-GR.4-S.2-GLE.2-EO.c.ii	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)	
d. <del>Make predictions</del> and draw conclusions from text in various genre.	RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	The CAS do not explicitly refer to making predictions at this grade level or below.
	RWC10-GR.4-S.2-GLE.2-EO.a.ii	Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)	
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content	



<b>Standard 4</b>	Students apply thinking skills to their reading, writing, speaking, listening, and viewing.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Recognizing an author's point of view</li> <li><del>Predicting</del> and drawing conclusions about stories</li> <li>Differentiating between fact and opinion in written and spoken forms</li> </ul>		
	<ul style="list-style-type: none"> <li>Using reading, writing, speaking, and listening to define and solve problems</li> <li>Responding to written and oral presentations as a reader, listener, and articulate speaker</li> <li>Formulating questions about what they read, write, hear, and view</li> <li>Using listening skills to understand directions</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
e. Identify sequential order in expository text.	RWC10-GR.4-S.2-GLE.1-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)	
	RWC10-GR.4-S.2-GLE.1-EO.c.iii	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	
	RWC10-GR.4-S.2-GLE.2-EO.b.ii	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)	
f. Recognize the author's point of view.	RWC10-GR.4-S.2-GLE.2-EO.c.ii	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)	
	RWC10-GR.4-S.2-GLE.2-EO.b.iii	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (CCSS:RI.4.6)	





<b>Standard 5</b>	Students read to locate, select and make use of relevant information from a variety of media, references, and technological sources.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, table of contents, indexes, captions)</li> <li>• Recognizing organizational features of electronic information (for example, pull-down menus, icons, key word searches)</li> <li>• Use organizational features to locate media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches)</li> <li>• Taking notes, <del>outlining</del>, and identifying main ideas in resource materials; sorting information as it relates to a specific topic or purpose</li> <li>• Giving credit for borrowed information by telling or listing sources</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, table of contents, indexes, captions) to locate information.	RWC10-GR.3-S.2-GLE.1-EO.b.ii	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	
	RWC10-GR.4-S.2-GLE.2-EO.b.v	Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	
	RWC10-GR.4-S.2-GLE.2-EO.a.v	Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	
	RWC10-GR.4-S.2-GLE.2-EO.c.i	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)	
	RWC10-GR.4-S.2-GLE.3-EO.c.vii	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)	
b. Recognize organizational features of electronic information (for example, pull-down menus, keyword searches, and icons) to locate information.	RWC10-GR.4-S.2-GLE.2-EO.b.v	Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	



<b>Standard 5</b>	Students read to locate, select and make use of relevant information from a variety of media, references, and technological sources.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, table of contents, indexes, captions)</li> <li>• Recognizing organizational features of electronic information (for example, pull-down menus, icons, key word searches)</li> <li>• Use organizational features to locate media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches)</li> <li>• Taking notes, <del>outlining</del>, and identifying main ideas in resource materials; sorting information as it relates to a specific topic or purpose</li> <li>• Giving credit for borrowed information by telling or listing sources</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
c. Take notes, <del>outline</del> , and identify main ideas in resource materials.	RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	Outlining is not explicitly in CAS at this grade level or below.
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content	
	RWC10-GR.4-S.2-GLE.2-EO.a.v	Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	
	RWC10-GR.4-S.2-GLE.2-EO.c.i	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)	
	RWC10-GR.4-S.4-GLE.1-EO.b	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)	
d. Sort information as it relates to a specific topic or purpose.	RWC10-GR.4-S.2-GLE.2-EO.a.v	Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	
	RWC10-GR.4-S.4-GLE.1-EO.b	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)	



<b>Standard 5</b>	Students read to locate, select and make use of relevant information from a variety of media, references, and technological sources.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, table of contents, indexes, captions)</li> <li>• Recognizing organizational features of electronic information (for example, pull-down menus, icons, key word searches)</li> <li>• Use organizational features to locate media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches)</li> <li>• Taking notes, <del>outlining</del>, and identifying main ideas in resource materials; sorting information as it relates to a specific topic or purpose</li> <li>• Giving credit for borrowed information by telling or listing sources</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
e. Give credit for borrowed information by listing sources.	RWC10-GR.4-S.4-GLE.1-EO.b	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)	
f. Select appropriate definitions from the dictionary, glossaries, and other sources.	RWC10-GR.4-S.2-GLE.1-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) (CCSS: RL.4.4)	
	RWC10-GR.4-S.2-GLE.2-EO.b.v	Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	
	RWC10-GR.4-S.2-GLE.3-EO.c.i	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	
	RWC10-GR.4-S.2-GLE.3-EO.c.vii	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (CCSS: L.4.4c)	
	RWC10-GR.4-S.2-GLE.3-EO.d	Demonstrate understanding of figurative language, word relationships and nuances in word meanings (CCSS: L.4.5)	
	RWC10-GR.4-S.2-GLE.3-EO.d.iii	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical word meanings (synonyms) (CCSS: L.4.5c)	



<b>Standard 6</b>		Students read and recognize literature as a record of human experience.	
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction thymes and poems, nonfiction, and content-area reading</li> <li>Read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written</li> <li>Recognize the concept of classic or enduring literature, and read and listen to classic works</li> <li>Use literary terminology such as setting, plot, character, problem, and solution</li> <li>Use new vocabulary from literature in other context</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Read and respond to a variety of literature (for example, folk tales, legends, myths, fiction, rhymes and poems, non-fiction)	RWC10-GR.4-S.2-GLE.1-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)	
	RWC10-GR.4-S.2-GLE.1-EO.a.iv	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS:RL.4.4)	
	RWC10-GR.4-S.2-GLE.1-EO.c.i	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (CCSS: RL.4.7)	
	RWC10-GR.4-S.2-GLE.1-EO.c.ii	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)	
	RWC10-GR.4-S.2-GLE.1-EO.c.iii	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	
	RWC10-GR.4-S.2-GLE.3-EO.e	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). (CCSS: L.4.6)	



Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	<ul style="list-style-type: none"><li>Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction thymes and poems, nonfiction, and content-area reading</li><li>Read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written</li><li>Recognize the concept of classic or enduring literature, and read and listen to classic works</li><li>Use literary terminology such as setting, plot, character, problem, and solution</li><li>Use new vocabulary from literature in other context</li></ul>		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
b. Identify setting, plot, character, problem, and solution.	RWC10-GR.4-S.2-GLE.1-EO.a.ii	Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)	
	RWC10-GR.4-S.2-GLE.1-EO.a.iii	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS:RL.4.3)	
	RWC10-GR.4-S.2-GLE.1-EO.a.iv	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS:RL.4.4)	
	RWC10-GR.4-S.2-GLE.1-EO.a.v	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)	
	RWC10-GR.4-S.2-GLE.2-EO.a.i	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	
	RWC10-GR.4-S.2-GLE.2-EO.a.iv	Skim materials to develop a general overview of content.	
c. Use new vocabulary from literature in another context.	RWC10-GR.4-S.2-GLE.1-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)	
	RWC10-GR.4-S.2-GLE.3-EO.c.i	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase (CCSS: L.4.4a)	
	RWC10-GR.4-S.2-GLE.3-EO.c.iv	Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught	
	RWC10-GR.4-S.2-GLE.3-EO.d.i	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context. (CCSS:L.4.5a)	
	RWC10-GR.4-S.2-GLE.3-EO.d.ii	Recognize and explain the meaning of common idioms, adages, and proverbs (CCSS: L.4.5b)	



<b>Standard 6</b>			
Students read and recognize literature as a record of human experience.			
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction thymes and poems, nonfiction, and content-area reading</li> <li>Read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written</li> <li>Recognize the concept of classic or enduring literature, and read and listen to classic works</li> <li>Use literary terminology such as setting, plot, character, problem, and solution</li> <li>Use new vocabulary from literature in other context</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
d. Read and respond to literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.	RWC10-GR.4-S.2-GLE.1-EO.c.ii	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (CCSS: RL.4.9)	
	RWC10-GR.4-S.2-GLE.2-EO.b.iii	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)	
	RWC10-GR.4-S.2-GLE.2-EO.c.iii	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)	
	RWC10-GR.4-S.2-GLE.3-EO.d.ii	Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)	